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ABSTRACT

This information sheet will assist teachers and coordinators in determining the suitability of the Certificates in English Language Literacies (CELL) curriculum for use by examining the potential target group of learners. This information also provides an overview of some of CELL's organizing features and its framework. Topics covered include: "CELL Learners: Who Are They?"; "Organizing Features of CELL"; "CELL Modules"; "Curriculum Contexts"; "Connecting to the Conceptual Framework for Further Education"; "Further Education Outcomes"; "Language Learning Outcomes"; "Organizing Features of Each CELL Module"; "Activity Banks"; and "Support Material and Appendices." (KFT)

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Certificates in English Language Literacies - CELL

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Sept 2001

Certificates in English Language Literacies - CELL

The CELL certificates are a welcome inclusion to the growing range of accredited curricula developed in the field of further education for adults in Victoria. CELL was developed by AMES (Adult Multicultural Education Services - Victoria) in association with ACFE. The CELL certificates address the particular and unique needs of many adult learners who require instruction not only in English language, but need the support of a recognised curriculum that takes into account some of the many issues learners bring with them to education programs.

This information sheet will assist teachers and coordinators in determining the suitability of this accredited curriculum for use within their organisation by examining potential target groups and learners. The information sheet will also provide an overview of some of CELL's organising features and its framework.

CELL learners - who are they?

CELL has been developed for adult learners of English whose particular language learning needs are not met by existing accredited curricula in English language provision (circa 1998-99). Curriculum such as the NSW AMES Certificates of Spoken and Written English (CSWE) and the NSW TAFE Certificate in English for Speakers of Other Languages (CESOL) (amongst others) were identified as the best of those available at that time, but were not ideal for many English language learners.

CELL was developed to cater for English language learners who are better served by a more flexible curriculum. CELL learners may have some or all of the following characteristics. They may be:

- English language learners who have unevenly developed skills, for example adults who have high oracy (speaking and listening) but low literacy (reading and writing or vice versa)
- Learners who are not able to participate in a faster paced/high intensity language course eg. have or are suffering from illness, trauma or are supporting a family member who has suffered illness or trauma
- Learners unable to attend classes regularly
- Learners who have had interrupted schooling/or little experience of formal education programs in their first language/home country (could be due to illness, civil war, persecution of minority groups etc.
- Learners who are elderly or are not intending to pursue vocational education options
- Learners who come from cultures where the written language uses a non Roman alphabet.

CESOL and CSWE remain excellent delivery options for organisations delivering to other adult learners of English.

Organising features of CELL

CELL has three credentials; the credentials mark a learner's growing understanding of and competence in the use of English language and English literacy.

Table 1: Approximate translations to NRS and ASLPR*

Certificate I (Foundation) 200 hours	Orientation to English language and literacy skills	ASLPR 0+ * NRS Level 1
Certificate I 200 hours	Consolidation of beginning English language and literacy skills	ASLPR 1- * NRS 1 - 2
Certificate II 400 hours	Extension of beginning language and literacy skills	ASPLR 1 * NRS 1 - 2

* Translations to National Reporting System (NRS) and the Australian Second Language Proficiency Rating (ASLPR) are included as a guide only

CELL Modules

Within each Certificate there are five modules that encompass a range of learning areas and language needs - they are;

- Oral Communication
- Reading and Writing
- Numeracy
- Using Electronic Texts
- Using Diagrammatic Texts

Integrated classroom delivery of these modules is strongly encouraged to reflect authentic and context driven uses of language and literacy as is appropriate for adult learners. Within the CELL document it is noted that the *'focus of the numeracy module is English language learning'* (p.16). Many adult learners (but not all) will already have the underlying conceptual knowledge of numeracy but will require the language to express it.

In CELL there is greater attention given to the evolution of literacy practices in Australian society, with the specification of modules addressing electronic and diagrammatic texts. CELL developers have recognised

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that these increasing prevalent literacies have specific features and functions that are best addressed explicitly.

CELL considers electronic and diagrammatic texts in broad terms:

Table 2: Examples of electronic and diagrammatic texts

Electronic texts	Cash register displays, EFTPOS, ATM's, Touch screens, Microwave ovens, Photocopiers, Ticket machines, mobile phones etc.
Diagrammatic texts	Maps, timelines, timetables, charts, indexes, calendars and forms Particularly those associated with the oft used matrix (row and column) framework

To complete a Certificate at any level, learners are required to complete learning outcomes in all five modules.

Curriculum Contexts

In terms of delivery within CELL, teachers are given a framework that enables them to focus attention on one of three broad, but definitive curriculum domains.

Learners will be able to develop a breadth of understanding and knowledge of English language within emerging social contexts by focussing on a specific curriculum domain.

Personal expression domain

This domain emphasises the expression of personal identity and culture in spoken and written English through the familiar and relevant. Language learning within the domain of personal expression enables the celebration of cultural identity within a new social and/or cultural environment and promotes language learning as a positive and inclusive experience.

Learning Environment domain

This domain provides an immediate context within which to learn about language - even more so for language learners who have little or no experience of formal learning practices in their own countries or the Australian context. This domain focusses on the specific demands and practices of the particular learning environment they are in, through attentions to classroom routines, cultural practises, requisite interpersonal skills, accessing technology etc.

Community domain

Community participation allows for a focus to be placed on the language learning skills that enable learners to better access organisations, support services and groups that service their needs and interests, to broaden their personal network systems and to participate in community dialogue on social issues with increased confidence.

In practice, the curriculum domains do not operate in isolation from each other, there are many ways connections can be made between them. Teachers will find that the language skills developed within one domain will be recycled in other domains and provide opportunity for learners to scaffold language from the known to the lesser known.

Connecting to the Conceptual Framework for Further Education

CELL is an English language curriculum and as such details learning outcomes as they relate to the teaching and learning of English. Part of what makes CELL unique however is its reference to a broader further education framework of learning outcomes as articulated in *'Transforming Lives, Transforming Communities: A conceptual framework for further education.' (ACFEB, 2000)* and elaborated on within the CELL document.

The CELL document includes detailed information regarding the blend of a language learning and further education. The course overview in Section B (pp. 21 - 33) describes the ways in which the conceptual frameworks principles and aspects are represented in CELL.

Further Education Outcomes

The further education outcomes are referred to repeatedly throughout the CELL modules. These outcomes anchor the language instruction of CELL to broader educational ideals that endorse the Conceptual Framework principles of multiplicity, connectedness, critical intelligence and transformation.[1]

Intercultural factors

Raised awareness of the intercultural similarities and differences in language use.

Social Context

Raised awareness that language use may vary according to the social context: roles of participants, subject matter, social purpose, and text types.

1 Contact ARIS to receive further information including an Information Sheet on the Conceptual Framework for Further Education

Table 3: Curriculum domains

Modules	Personal Expression	In the Learning Environment	In the Community
Oral Communication	↕	↕	↕
Reading and Writing	↕	↕	↕
Numeracy	↕	↕	↕
Electronic Texts	↕	↕	↕
Diagrammatic Texts	↕	↕	↕

The English Language and Literacies Outcomes in each module should be demonstrated in at least one of these curriculum contexts

Intertextuality
Raised awareness that language use involves a variety of texts, text types, and modes that may occur together such as: literacy, oracy and numeracy.

Emerging Literacies
Raised awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices.

Power Relations
Raised awareness that power relations may be maintained, represented by, or (re) constructed by literacy, oracy and numeracy practices.

Transference
Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

Language Learning outcomes
Experienced ESL teachers will find CELL's language learning outcomes familiar in format and content. ***Table 4: CELL's English language outcomes*** represent the ways in which growing competence in and understanding of English language and literacy can be assessed.

Table 4: CELL's English Language Outcomes

CELL I: (Foundation) *Orientation to English language and literacy skills*	CELL I *Consolidation of beginning English Language and literacy skills*	CELL II *Extension of beginning English language and literacy skills*
Each of the English Language Outcomes below are to be achieved in at least one of the curriculum domains of: • Personal Expression • In the Learning Environment • In the Community **Oracy** LO1 To participate in short, social exchanges LO2 To relate short simple anecdotes LO3 To respond to personally relevant requests or inquiries. **Reading and Writing** LO 4 To complete personally relevant information on surveys and forms LO5 To read a short simple recount, narrative or description LO6 To write a collaborative recount, narrative or description **Numeracy** LO7 To use personally relevant numerical information in a short social exchange LO8 To locate personally relevant numerical information in short simple texts LO9 To write personally relevant numerical information in short simple texts **Using Electronic Texts** LO10 To participate in short social exchanges associated with using electronic texts LO11 To undertake a personally relevant activity using electronic texts **Using Diagrammatic Texts** LO12 To recognise and express personally relevant information in a simple diagrammatic text	All the English Language Outcomes below are to be achieved in at least one of the curriculum domains of: • Personal Expression • In the Learning Environment • In the Community **Oracy** LO1 To participate in short social exchanges LO2 To relate a short anecdote in a personally relevant recount, description or narrative. LO3 To respond to information, requests or inquiries on familiar topics. **Reading and Writing** LO 4 To use and understand personally relevant notes and messages LO5 To read a short simple recount, narrative or description LO6 To write a short simple recount, narrative or description **Numeracy** LO7 To convey personally relevant numerical information in a short social exchange LO8 To interpret personally relevant numerical information in short simple texts LO9 To write personally relevant numerical information in a simple text. **Using Electronic Texts** LO10 To read a personally relevant electronic text LO11 To interact with electronic texts by using basic program features **Using Diagrammatic Texts** LO12 To interpret and express specific information in a simple diagrammatic text	All the English Language Outcomes below are to be achieved in at least one of the curriculum domains of: • Personal Expression • In the Learning Environment • In the Community **Oracy** LO1 To participate in sustained social exchanges LO2 To relate a sustained anecdote in a personally relevant recount, description or narrative. LO3 To respond to information, requests or inquiries. **Reading and Writing** LO 4 To use and understand personally relevant notes and messages LO5 To read a simple recount, narrative or description LO6 To write a simple recount, narrative or description **Numeracy** LO7 To convey personally numerical information in a sustained social exchange LO8 To interpret numerical information in a short text LO9 To write numerical information in a simple text. **Using Electronic Texts** LO10 To read a personally relevant electronic text LO11 To interact with electronic texts by using increasing range of program features **Using Diagrammatic Texts** LO12 To interpret and express specific information in a diagrammatic text

Table 5: Relating activities to learning outcomes, Certificate I Foundation

Foundation Certificate	Learning outcomes (p.49) *Personal expression*	Activity bank ideas *In the Learning Environment*	Activity bank ideas *In the community*	Activity bank ideas
Oracy (40 hours)	• To participate in short social exchanges • To relate short simple anecdotes • To respond to personally relevant requests or enquiries	• Initiating and responding to greetings from others • Showing interest/ concern for another through verbal feedback or questioning, body language or gestures • Relating a short sequence of events based on personal experience eg. immigration details weekend, recent event • Describing a short sequence of pictures or personally meaningful photograph/object	• Using the names of teacher and group members • Indicating preferences for learning tasks and activities • Asking questions about class times or other organisational information • Responding to class room instructions by asking for clarification or undertaking tasks • Working collaboratively in learning tasks with others • Participating in the organisation of social events such as class excursion/party	• Arranging an appointment • Arranging an appointment with a doctor/housing officer. transaction, eg. inquiry about local clubs or groups. • Exploring a social issue from a picture, eg. from newspaper. • Participating in a brief casual conversation such as talking about the weather, problems with public transport. • Visiting a site of community activity or concern and participating in group discussion.

Organising features of each CELL module

The modules in CELL have a consistent structure. This means that teachers can familiarise themselves with one module and transfer that knowledge to other modules.

Each module consists of the following components:

- *Further Education Outcomes* – broad educational goals for course and task design
- *English Language Outcomes* – specific examples of how further education outcomes may be achieved using English as a second language.
- *Evidence of Accomplishment* – linguistic criteria for determining achievement of English language outcomes
- *Notes* – task or performance variables that should be considered when observing learners
- *Curriculum Domains* – examples of how learning and language outcomes can be contextualised according to needs and interests of learners within the broad contextual domains of *Personal Expression, The Learning Environment or The Community.*
- *Activity Bank* – sample activities for teaching, learning and assessing

Activity Banks

The Activity Banks in each module of CELL provide teachers new to this curriculum with many ideas for program delivery and assessment. ***Table 5: Relating activities to learning outcomes, Certificate I Foundation*** connects the activity bank ideas listed in each module with the learning outcomes for that module.

Support material and Appendices

The CELL document also includes valuable support material and administrative information particularly for those implementing CELL for the first time. The appendices section (p.121) includes:

- Sample course outlines for each certificate level in each of the three curriculum domains
- Assessment record keeping pro formas

It is anticipated that further support materials resulting from ongoing project work managed by AMES will be available by January 2002.

How to access ARIS resources

ARIS, Language Australia houses a specialist collection of resources and journal articles on adult literacy, language and numeracy. All resources and readings listed in this sheet are held in the ARIS collection.

You can access the resources by visiting ARIS, Language Australia at:

Level 2,
255 William Street,
Melbourne 3000.
Phone: 03 9926 4779
Fax: 03 9926 4780

Postal address:
GPO Box 372F,
Melbourne Vic 3001.
or
Email: aris@la.ames.vic.edu.au

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